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ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

PSYCHOSOCIAL SUPPORT COACHING GUIDE FOR SCHOOL STAFF

2021

USAID/Liberia ABE:ACCESS IDIQ Contract AID-OAA-I-14-00073/AID-669-TO-17-00001

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MOE Master Trainers Coaching Messages:

School Staff PSS for school opening

COVID 19 restrictions have placed tremendous pressure on families and communities, including parents, teachers and learners. As schools reopen, everyone will bring the stress and strong emotions that have been building over the past few months. As classes reopen, new challenges, such as using masks, social distancing and hand washing will be important practices to build into daily routines, lessons and play time.

Teachers must be strong as they themselves adapt to a new way of being in school and guide learners as they settle into new routines of learning and continue to cope with the challenges of COVID 19 at home and at school. Parents will have to help children return to the routine of preparing for school, getting to school on time, and other day to day activities they may not have been doing while staying at home. Also, as learners return to school, teachers and parents must be prepared to help themselves, each other and learners pay attention to key health precautions, settling in to a routine at school, reviewing children's' rights and the learners' path to help, managing stress and expressing emotions. This guide is to orient Ministry of Education (MOE) Staff to the psychosocial support (PSS) activity guides being distributed for **school staff** as schools reopen.

There are several things to keep in mind as MOE Staff begin coaching school staff on these topics. Many of you involved in Safer Learning Environments (SLE) work so you are familiar with Psychological First Aid (PFA):

- **Look** (for a situation where someone needs to share an experience);
- **Listen** (carefully and thoughtfully to the story without interruption);
- **Link** to possible resources to help. Say that this is one way that teachers and parents might help learners as they transition back to school. Depending on the situation, linking a learner to resources for help could be linking them a health or social worker but if the situation isn't too severe, it could be linking them to an older woman in the community who could provide support to them or another leader.

It's important for you as MOE Staff to understand the ideas behind PFA so that you can also provide PFA to school staff, PTA members, learners, and other community members who may be experiencing stress and lose during this time. See the PSS PFA activity guide for more details on this approach.

Before beginning the coaching process, MOE staff should review the PSS activity guide package for school staff. Each activity guide has the following sections:

- **Introduction:** This section gives a brief overview of the activity guide and some additional detail on the topic.
- **Objectives:** This section describes the skills that school staff should be able to do after going through the activity guide.
- **Planning:** This section helps school staff plan the meeting by helping the principal and teachers decide who will lead the session and help them prepare if they need it. Remind everyone to follow COVID-19 precautions.

- **Activity Steps:** Activity steps include a brief introduction to the topic with activities for school staff. Most of the activities in the activity guides can also be played with learners at school. There is a second part of Activity Guides for school staff that provides further short activities that can be done within the first few weeks of school – they are short so they can be done briefly as learners start lessons or during the school assembly.
- **Annex:** Several additional activities have been provided from the ALP curriculum. Those curriculum session guides are found in the annexes for school staff to use if they would like and have the time.

After activity guides are reviewed, MOE staff should review the coaching guide below. Coaching guides are meant to provide MOE Staff with information and tips they can use to coach school staff, perhaps the principal or a head teacher, on these topics and activity guides. The 'MOE Staff Coaching Guide' column includes the content that should be covered in the activity guides and the 'MOE Staff Coaching Tips' provides tips for school staff to deliver the content. It is recommend that MOE Staff set up a meeting to conduct coaching with the school staff person who will be facilitating the activity guides before the activity guides are used. If that is not possible, phone calls can be arranged with school staff.

In all coaching session, remind school staff of COVID-19 protocols in schools.

	MOE Staff Coaching Guide	MOE Staff Coaching Tips
Activity Guide	Stress Management – what should a school staff member know and be able to do	
MOE Staff coaching for principals and teachers and learners on stress management	<ul style="list-style-type: none"> • Define stress • Discuss the causes of stress • Do the activities to reduce stress in the activity guide. Note that if teachers do the breathing exercise, they should take care to do that outside to observe COVID-19 restrictions. • Play games- <ul style="list-style-type: none"> ○ let's take care of ourselves ○ LET'S STAY ACTIVE: we can stay active in our homes • Review tips for teachers in part 2. 	MOE Staff should: <ul style="list-style-type: none"> • Discuss the definition and causes of stress with the school staff member • Solicit views from principals and teachers on how to implement the exercises/activities • Model the exercises/activities in the main activity guide. Remind school staff there are additional activities in Part 2 if they would like to do them with learners and have time. • Ask: Does the school staff member have any questions or concerns in addressing the topic?
	Understanding Feeling and emotions - what should a school staff member know and be able to do	
MOE Staff coaching for principals and teachers and learners on understanding feelings and emotions	<ul style="list-style-type: none"> • Tell teachers and principals the importance of discussing feelings with each other • Play games: <ul style="list-style-type: none"> ○ The statue game ○ How would you feel Review tips for teachers in part 2.	MOE Staff should: <ul style="list-style-type: none"> • Discuss with school staff the importance of discussing feelings with each other • Model the exercises/activities in the main activity guide. Remind school staff there are additional activities in

	MOE Staff Coaching Guide	MOE Staff Coaching Tips
		<p>Part 2 if they would like to do them with learners and have time.</p> <ul style="list-style-type: none"> Ask: Does the school staff member have any questions or concerns in addressing the topic?
	Child Rights – what should a school staff member know and be able to do	
<p>MOE Staff coaching for principals and teachers and learners on child rights and teachers code of conduct</p> <p>Note: There are 2 Activity Guides in this section.</p>	<ul style="list-style-type: none"> Define rights. Discuss where people get rights, who gives them rights, and whether everyone has the same right. Discuss how they can work together to protect learners, and their rights as they return to school. Review the shield activity. 	<p>MOE Staff should:</p> <ul style="list-style-type: none"> Discuss with parents and teachers the definition of rights. Discuss with parents and teachers the definition of responsibilities. Guide in discussing the responsibilities both parents and learners have in protecting their rights. Model the exercises/activities in the main activity guide. Remind school staff there are additional activities in Part 2 if they would like to do them with learners and have time. Ask: Does the school staff member have any questions or concerns in addressing the topic?
	Teacher's Code of Conduct - what should a school staff member know and be able to do	
	<ul style="list-style-type: none"> Review the three images in the guide of the Teachers' Code of conduct. Be prepared to discuss the channels in reporting people who don't follow the guidelines in the TCOC. 	<ul style="list-style-type: none"> Explain to principals and teachers the importance of discussing the TCOC for the psychosocial wellbeing of learners. Guide principals and teachers in discussing the three images in the guide. Inform principals and teachers that if teachers, principals, and people who work at the school don't follow the guidelines in the Teacher Code of Conduct, it should be reported to a trusted adult, including the principal or DEO if they believe it is safe for them. Model the exercises/activities in the main activity guide. Remind school staff there are additional activities in Part 2 if they would like to do them with learners and have time.

	MOE Staff Coaching Guide	MOE Staff Coaching Tips
		<ul style="list-style-type: none"> Ask: Does the school staff member have any questions or concerns in addressing the topic?
	Psychological First Aid – what should a school staff member know and be able to do	
MOE Staff coaching for principals and teachers and learners on Psychological First Aid and Learner’s Path to Help Note: There are 2 activity Guides in this section.	<ul style="list-style-type: none"> Define Psychological First Aid (PFA) Be prepared to discuss: <ul style="list-style-type: none"> The importance of PFA. The 3 actions of PFA (Look, Listen and Link). How people can help children in the community benefit from PFA. Share Comfort’s story and discuss. 	<ul style="list-style-type: none"> Explain the definition of PFA with principals and teachers. Discuss the Look, Listen and Link principles with principals and teachers. Ask the principals and teachers to share an example of how they will apply the Look, Listen and Link Explain Comfort’s story. Ask: Does the school staff member have any questions or concerns in addressing the topic?
	Learner’s Pathway to Help – what should a school staff member know and be able to do	
	<ul style="list-style-type: none"> Be prepared to discuss: <ul style="list-style-type: none"> What to do if a learner has experienced violence and needs help. What kinds of SRGBV can be reported and acted upon at the school level. What kinds of SRGBV must be referred from the school to legal and/or health authorities. How parents and teachers can help on the path to help. 	<ul style="list-style-type: none"> Guide principals and teachers in discussing what kinds of SRGBV can be reported and acted upon at the school level and what kinds must be referred from the school to legal and/or health authorities. Know the learner path to help diagram and be able to explain it. Help principals and teachers in completing the chart with names of helpers in your community. Help principals and teachers explain Sarah scenario. Ask: Does the school staff member have any questions or concerns in addressing the topic?
	Positive Discipline – what should a school staff member know and be able to do	
MOE Staff coaching for principals and teachers and learners on Positive Discipline	<ul style="list-style-type: none"> Review what positive discipline is and discuss the 3 things found in positive discipline Distinguish between positive discipline and corporal punishment Share the two scenarios about Nora and Walker Play games: 	<ul style="list-style-type: none"> Properly explain the 3 things found in positive discipline to teachers and parents. Discuss the difference between positive discipline and corporal punishment and make them know which is the best.

	MOE Staff Coaching Guide	MOE Staff Coaching Tips
Note: There are 2 activity Guides in this section.	<ul style="list-style-type: none"> ○ “Let’s Take Care of Ourselves Game” 	<ul style="list-style-type: none"> ● Help explain and discuss the two scenarios. ● Model the exercises/activities in the main activity guide. Remind school staff there are additional activities in Part 2 if they would like to do them with learners and have time. ● Ask: Does the school staff member have any questions or concerns in addressing the topic?
	Reestablishing a Routine what should a school staff member know and be able to do	
	<ul style="list-style-type: none"> ● Be prepared to discuss: <ul style="list-style-type: none"> ○ What may need to change with classroom routines due to COVID-19. ○ What classroom rules or goals may need to be adjusted due to COVID-19. 	<ul style="list-style-type: none"> ● Provide principals and teachers with any MOE guidelines on returning to the classroom during COVID-19 (health protocols, etc.). ● Model the exercises/activities in the main activity guide. Remind school staff there are additional activities in Part 2 if they would like to do them with learners and have time. ● Ask: Does the school staff member have any questions or concerns in addressing the topic?